

## Unit Six & April Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Unit Six and April Number Corner. Ask teachers to locate these pages in their Teachers Guides, flag them with sticky notes, read or skim them, and discuss as needed.

APRIL KEY PAGES (MEETING PART II) (Number Corner Teachers Guide, vol. 2)		
Download the April Planner from the Math Learning Center Web site: <a href="http://www.mathlearningcenter.org/resources/materials/grade-one.asp">www.mathlearningcenter.org/resources/materials/grade-one.asp</a>		
353 & 354	<b>Setup Pages</b>	Show what materials are posted on the overhead or on the Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine and set of challenges.
358	<b>Overview</b>	Shows what challenge to do each day of the month, including the Student Book page number if one is used. Also shows when to administer the formal assessment.
387 & 388	<b>April Assessment</b>	Information about Number Corner Assessment 9: Check-Up. Let teachers know that they might also consider using student work from Friday's Figuring as a summative assessment.
389–390	<b>Support Activities</b>	Information about the Support Activities for use with students who need extra practice tallying, counting by 5, reading a thermometer, and finding the areas of rectangles and triangles on a geoboard.
UNIT SIX KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 3)		
737–746	<b>Unit Six Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
742–745	<b>What's the Big Idea?</b>	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
747–749	<b>Unit Six Planning Guide</b>	The Unit Six Planning Guide shows the activities in all subject areas—math, social studies, art, literacy, physical education, and science—that are available each day of the unit.
750–759	<b>What Materials Will I Need to Prepare?</b>	Provides a list of everything required to teach Unit Six.
GETTING STARTED KEY PAGES (MEETING PART V)		
84	<b>Bridges Yearlong Assessment Plan</b>	This chart shows all the assessments planned for the Grade 1 year. Teachers may find it helpful this spring to review the assessments they have given and see which assessments remain as they think about how they will report on student progress at the end of the year.
85–90	<b>Evaluation</b>	The discussion on these pages may help teachers consider how they can effectively communicate with parents and administrators about student progress this spring (and for the entire year).

## Unit Six & April Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in April and Unit Six by doing the activities recommended below. Have teachers solve problems, play games, and discuss their thinking just as their students will, and keep the big idea and key points in mind as you model these activities. Adjust the activities as needed if teachers are using a state supplement.

APRIL RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
Students will practice skills associated with counting money, counting by 5 and 10, finding the area of triangles and rectangles on a geoboard, telling time to the 5 minutes, reading a thermometer, and solving basic addition and subtraction facts.	
Activity	Key Points
<b>Monday's Money</b> Make It Equal (pp. 359–362)	Model this activity as shown and have teachers look over the student page on p. 362. Invite them to make a generalization about how to solve the problem, noting that students will use a trial-and-error approach and will probably not make a generalization about how to solve the problem.
<b>Wednesday's Workout</b> Subtracting Doubles & Neighbors (p. 375)	Model this activity as written, and suggest that they write equations for the doubles and neighbors facts if students are having trouble holding the information in their minds.
<b>Thursday's Thinking</b> Add & Subtract Ten on the Hundreds Grid (pp. 376–378)	Model this activity as written, inviting teachers to decipher the code on the Add & Subtract Ten cards on their own, as shown on page 376. Invite them to use Unifix cubes in stacks of 10 to confirm their thinking, as students might.
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<b>My Little Farm: Money, Place Value &amp; Mapping:</b> Students will develop skills related to using a coordinate grid, determining the area and perimeter of rectangles, solving story problems with all four basic operations, and counting, reading, and writing numbers to 100.	
Activity	Key Points
<b>Planning Resources</b> Planner, Materials List & Green Pages (pp. 747–759 and others)	If you brought a model farm, show it to teachers now. Give them time to review the planner and the green pages for each day of the unit so that they can decide how extensively they want to implement the cross-curricular lessons in this unit. Also give them time to look over the materials they'll need to prepare in advance, and have them share tips for managing the materials based on their experiences with the penguin unit. Mention that some teachers have found it helpful to use 12"-by-12" mats for students' farms and then reduce all the copies by 50% to fit; they have found that this smaller size is easier to manage. Also encourage teachers to invite a parent helper or older student to act as the banker on days when students are purchasing land, fencing, and animals.
<b>Day 11</b> Hens Hundreds Grid (pp. 868–871)	Give each teacher a Hens Hundreds Grid and model the activity as written, using the payment sheets shown on p. 870 if you don't have a student example. Mention that teachers can collect students' work as a way to check their skills with counting and adding larger numbers.

## Sheet 6.1 Unit Six Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Six. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SIX	GRADE K	GRADE 1, UNIT 6	ELSEWHERE IN GRADE 1	GRADE 2
Count, read, and write numbers to 100	I	M	Units One, Three, and Four All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	M	Units Three and Four	R/E
Count by 1's, 2's, 5's, and 10's	I	M	Units One–Four All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	M	Units One, Two, Four, and Six October Number Corner	R/E
Solve multiplication and division story problems using models, pictures, and/or numbers	I	D	Units One–Four October Number Corner	D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Two and Four All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Units Two–Four May/June Number Corner	D
Locate positions on a coordinate grid	N/A	D	Units One and Five	D
Determine the area and perimeter of rectangles using non-standard units	N/A	I	April Number Corner	D
Use proportional and spatial reasoning to compose and decompose shapes into larger and smaller shapes (e.g., compose rectangles from small squares)	I	D	Unit Five November, January, and April Number Corner	D

I – Skill or concept is introduced or re-introduced.

D – Skill or concept is developed.

M – Skill or concept is expected to be mastered.

R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

## Sheet 6.2 Sharing Responsibilities for April

Task	Team Member	Date Due to Others
1. Cut a set of about forty 4-by-4-inch squares of construction paper or cardstock for each classroom (enough for 31 finished calendar markers, plus extra for mistakes). Students will use these squares to make calendar markers.		
2. Run a set of Blacklines NC 31 and 32 for each classroom and cut out the numbers. (These are the numbers for the calendar markers that students will create.)		
3. Cut three ¼" by 9" strips of red construction paper for each student in each classroom. (See p. 370 for more information.) You'll use one strip for each student this month and two strips for each student next month.		
4. Cut out the cards from Overhead NC 33 and store them in a labeled envelope.	Each teacher will do this independently.	N/A
5. Run copies of Blackline NC 39 for each classroom. Follow the copy directions at the top of the blackline master. (See p. 379 for more information.)		
6. Run copies of Blackline NC 25 for each classroom. (See p. 381 for more information.)		
7. Run copies of Blacklines NC 7, 9, 11, 13, 15, 19, and 26 for each classroom. (See p. 384 for more information.)		
8. Run class sets of Number Corner Assessment Blacklines A.51 and A.52.		
9. Run class sets of Student Book pages 40–48 if you don't have class sets of Student Books.		
10. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blackline A.53. See pp. 387–390 in the Teachers Guide for more information about the games. (Note: You may not have time this year to use support games. Use your judgment about whether to prepare these games.)		
11.		
12.		

### Sheet 6.3 Sharing Responsibilities for Unit Six

**Note** You might find pages 750–759 helpful in preparing materials for Unit Six. You may need to adjust this list if you are not using the Deluxe Bridges kit.

Task	Team Member	Date Due to Others
1. Run copies of the blacklines listed below according to the instructions on the Teachers Guide pages indicated. Some blacklines include copy and preparation instructions at the top of the page. Divide this job among a few team members or helpers. Blacklines 6.1–6.6 (p. 761)      Blacklines 6.7–6.9 (p. 773) Blacklines 6.10–6.15 (p. 785)      Blacklines 6.16–6.23 (p. 795) Blacklines 6.24–6.27 (p. 807)      Blacklines 6.28–6.31 (p. 819) Blacklines 6.32–6.34 (p. 827)      Blackline 6.35 (p. 837) Blacklines 6.36–6.40 (p. 845)      Blacklines 6.41–6.45 (p. 853) Blacklines 6.46 (p. 861)      Blacklines 6.47–6.50 (p. 873) Blacklines 6.51–6.53 (p. 881)      Blackline 6.54 (p. 887) Blacklines 6.55–6.61 (p. 895)      Blacklines 6.62 & 6.63 (p. 905) Blacklines 6.65 & 6.66 (p. 917)      Blackline 6.67 (p. 925, optional)		
2. Run large copies of the songs and poems to make big books or wall charts for each classroom. See page 754 for a complete list of titles, page numbers, and copy instructions.		
3. Prepare a class set of Home Connections 15–18 for each classroom using Blacklines HC 15.1–18.2.		
4. Prepare the following pieces of construction paper for students in each classroom to make their farm folders: red:      one 6" x 6" square per student green:    one 3" x 9" piece per student light blue: one 12" x 18" piece per student, folded in half		
5. Create a 24" x 24" paper mat for each student to use in arranging their model farms and one for each teacher to use for demonstrating. Follow the instructions on page 752 to create a 3-inch grid on each mat.		
6. Cut the following pieces of construction paper for each classroom. Cut some extra in case of loss or mistakes. green:    about 35–40 3" x 3" squares per student brown:    about sixteen 3" x 3" squares per student black:    about twelve 3" x 3" squares per student yellow:    about seven 3" x 3" squares per student		
7. Cut the following pieces of construction paper for each classroom: black:    nine 1" x 1" squares and one 3" x 6" rectangle per student white:    eleven 1" x 1" squares per student blue:    ten 1" x 1" squares and one 6" by 6" square per student green:    six 1" x 1" squares and one 3" x 6" rectangle per student		
8. Create a writing book for each student using Blacklines 6.23 and 6.24. See directions on page 756. (Optional.)		
9. Gather books about farms to read to students. See recommendations on pages 757–759.		
10. Look over pp. 750–759 to get a sense of what you'll need to prepare in advance for this unit.	Each teacher will do this independently.	N/A